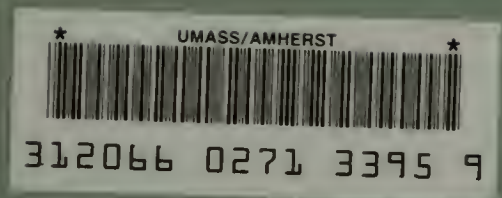


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Department of Education
Office of Bilingual Education and
Minority Language Affairs

Data and Information under the
Bilingual Education; State
Educational Agency Programs
for F.Y. 1985

submitted by
The Commonwealth of Massachusetts
State Department of Education
Bureau of Transitional Bilingual Education

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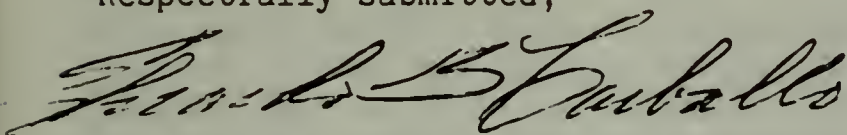
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Citizens of the Commonwealth of Massachusetts, its municipalities and townships. Section 732(b) of Public Law 98-511 (Title VII Bilingual Education Act) requires that State Educational Agencies provide annually a report to the Secretary containing data and information specified in section 721(c)(2). This information is also being disseminated to the public and in particular to communities with Limited English Proficient students.

This is the first year that States Department of Education are required to provide the information contained in this report. Extensive appendixes were attached to the report submitted to the Office of Bilingual Education and Language Minority Affairs, U.S. Department of Education. Because it is costly it is prohibited to duplicate those appendixes in large numbers as part of this report they are not included here. Page 8 of this report lists those references. Anyone wanting copies of those materials should contact our office at (617) 770-7545.

This publication was supported in whole or in part by the United States Department of Education, Office of Bilingual Education and Minority Language Affairs. However, the opinions expressed herein do not necessarily reflect the positions or policy of the United States Department of Education, and no official endorsement should be inferred.

Respectfully submitted,

A handwritten signature in cursive script, reading "Eduardo B. Carballo".

Eduardo B. Carballo, Project Director

"(A) The number of children enrolled in programs conducted by the local education agency;"

A total 22,068 out of 25,408 identify as Limited English Proficient Students (LEPs) as of October 1, 1985.

2,901 that were identified as Limited English Proficient students are not enrolled in programs of Transitional Bilingual Education as required by the State. Because of parental choice approximately 1,000 students were not enrolled. The remaining 1,900 Limited English Proficient students reside in school districts with less than twenty in a language classification which is the number required by law necessary to mandate a Transitional Bilingual Education program. These 2,900 students receive a variety of services to address their needs including Chapter I, Migrant Education, and English as a Second Language instruction.

LEA (as of October 1, 1985)
B. Limited English Speaking Ability

	Arabic	Armenian	Cape Verdean	Chinese	Creole	Farsi	French	Greek	Hebrew	Italian	Japanese	Kheer	Korean	Laotian	Portuguese	Thai	Spanish	Vietnamese	TOTALS
Attleboro												53			32		43		128
Boston			632	1,012			752	194		231				105	112		4,467	415	7,921
Brockton			236	17			216												469
Brookline				73					76		32						34		217
Cambridge				32	57		109							26	153		169		546
Chelsea												142					407	27	576
Chicopee																	39		39
Clinton																	32		32
Dartmouth															30				30
Everett										22							14		36
Fall River												32			569				601
Framingham				16											16		253		315
Haverhill								13									131	18	162
Holyoke																	1,335		1,335
Hudson															60				60
Lawrence	22														20		1,990	32	2,064
Leominster																	91		91
Lowell												526		116	219		543	43	1,447
Ludlow															57				57
Lynn								15									294		396
Maynard												10		22			9		19
Medford					25					15									40
Methuen																	126		126
Milford															67		47		114
New Bedford			43												575		247		865
Northampton												34					51		85
Newton				16		15	13		25	29	20						23		141
Peabody															38		28		66
Quincy				79								11				15			105
Revere												263							263
Salma																	137		137
Scituate			29																29
Spaererville					19										110		47	30	206
Southbridge																	101		101
Springfield				19											36		1,363		1,418
Stoughton															89				89
Taunton															169		97		266
Uxbridge				36			24										106		166
Watertown		20						19									20		59
Westfield																	45		45
Woburn																	35		35
Worcester								44									799	108	951
Gr. Lawrence																	44		44
Gr. New Bedford															45				45
Gr. Lowell												11			17		75		103
So. Middlesex																	28		28
TOTALS	22	20	940	1,300	101	15	1,114	285	103	297	52	1,147	26	243	2,415	15	13,300	673	22,068

"(B) The number of children residing in the area served by the local educational agency who are enrolled in private schools;"

There are 830 private schools in the Commonwealth of Massachusetts. The individual school reports filed with the Department requested information in two areas; a) all bilingual students, and b) limited English speaking ability. However all items in the report are optional and not every private school reports on these items. The information given here reflects only that which was provided by schools that chose to report on the items in question.

With 710 schools reporting, 132,901 students were enrolled in private schools.

"(C) (1) The number of children enrolled in public and private schools in the area served by the local educational agency who are limited in their English proficiency; (ii) The method used by the applicant to make this determination, and (iii) evidence of the educational condition of the limited English proficient students such as reading, math, and subject matter test scores, and, where available, data on grade retention rates, rates of referral to or placement in special education programs, and student dropout rates;

(c) (1) Public 25,408, Private 252 (private count is based on 38 schools out of the 710 private schools reporting).

The method used to make the determination of LEP is spelled out in the state law Chapter 71A of the acts of 1971 (Transitional Bilingual Education Act). The act defines LEP as "children who were not born in the United States whose native tongue is a language other than English and who are incapable of performing ordinary classwork in English and (2) children who were born in the United States of non-English speaking parents and who are incapable of performing ordinary classwork in English".

The regulations require that school districts "shall classify children of limited English speaking ability within the district by the language of a teacher of Transitional Bilingual Education qualified under § 6 of the Act and the regulations designates as the child's primary language."

However, private schools unlike public schools are not required to provide Transitional Bilingual Education programs if 20 or more children are found to be classified as Limited English Proficient students.

The division of special education monitors the under and over representation of language minorities in special education. There were a total of 2,357 bilingual special education students, or 10 ½% of all LEPs participating in TBE during the 1985-86 school year.

The Bureau of Transitional Bilingual Education is presently developing a student learning plan with the cooperation of local bilingual directors to monitor closely TBE student performance during their participation in TBE and if necessary follow-up services after mainstreaming has occurred. More information will be provided as these procedures are implemented locally and statewide.

"(D) The number of limited English proficient children who are enrolled in instructional programs specifically designed to meet their educational needs, as well as descriptions of such programs;"

There were 22,507 LEP students enrolled in TBE programs during the 1985-86 school year.

The Commonwealth of Massachusetts was the first state in the nation to have passed a mandate for Transitional Bilingual Education program. This is the primary approach utilized by LEAs in meeting the needs of Limited English Proficient children in the state. However as indicated before districts with less than 20 LEP students in any language classification, and LEP students whos parents have chosen not to participate in the program, are provided with a variety of approaches.

In general a program of Transitional Bilingual Education means a full-time program of instruction "(1) in all those courses or subjects which a child is required by law to receive and which are required by the child's school district in the native language of the children of limited English-speaking ability who are enrolled in the program and in English; (2) in the reading and writing of the native language of the children of the program and in the aural comprehension, speaking, reading and writing of English; and (3) in the history and culture of the country, territory or geographic area which is the native land of the parents of children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States."

The goal of the program is to gradually bring the students from his/her language to English, a process that takes students an average of 3 years. (81% of all LEPs were mainstream prior to the third year in F.Y. 85).

The program is flexible in the amount of instruction to be given via native language or English, and generally it depends on the proficiency of the students participating in the program.

LEAs are required to implement the mandate when there are 20 or more students in any language classification that are found to be Limited English Proficient students.

In addition the program provides for;

- Integration of LEPs not only in buildings of the public schools but in classes which do not require extensive verbalization, such as art, music, physical education.
- Full participation in extra curricular activities.
- English-speaking children can be enrolled in the program.
- Classes must be composed of students of approximately the same age and educational attainment level.

Parental Involvement

- parents must be notified within 10 days in both languages of their children's participation in the program
- parents can withdraw children from the program
- parents can visit classrooms
- parents may participate in the Parent Advisory Councils and make recommendations to school committees about the program
- parents may receive training and information
- parents may participate in evaluation of programs

"(E) The number of limited English proficient children enrolled in public or private schools in the area served by the local educational agency who need or could benefit from education programs such as those assisted under this title;

There were 25,408 public, and 252 private LEP students enrolled, during the 1985-86 school year, that could have benefited from this title. (see attachments A, and D). (see attachment)

"The number of children who are to receive instruction through the proposed program and the extent of their educational needs;

During the 1985-86 school year, 14 LEAs were conducting projects under Title VII. These projects served 4,313 LEP children. (see attachment K)

The LEAs conducting these programs under the Act, reported that over 80% of the students were from low income background. Close to $\frac{1}{4}$ of all the students that were served were refugees. The refugee LEPs are perhaps the most difficult to serve. One reason is the variety of their previous schooling and backgrounds. Some have not attended school at all. Another problem is that the availability of trained teachers and aides is almost non-existence, and materials in the native language are not readily available. Ten out of the 14 LEAs receiving assistance were addressing critical needs of providing appropriate curriculum and materials. Four of the 14 LEAs were addressing the need of appropriate services and early screening of educational needs of pre-schoolers. At least 3 out of the 14 were providing computer literacy, and all 14 projects provided state training and parental training and involvement.

1985-86 TITLE VII PROJECTS

<u>LEA</u>	<u>Project</u>	<u>Number of Students</u>	<u>Grade Levels</u>	<u>Languages</u>
Boston	I.D.E.A.L. Curriculum, ESL, Materials, Parents, and Staff Development	940 Public 34 Private	K-6	Spanish, Chinese, Italian, Czechoslovakian, Cape Verdean, Haitian
Brockton	Bilingual Computer Assisted Instruction	203 Public	K-12	Cape Verdean, Spanish, Asians
Brookline	Multilingual Early Education Project (pre-school)	114 Public	Pre-school	Chinese, Russian, Japanese, Spanish
Cambridge	Basic Skills for transition through natural language. Curriculum development, parents, staff	307 Public	K-8	Haitian, Portuguese, Spanish
Framingham	EASE - early intervention pre- school to reduce special education services while measuring success.	35 Public	Pre-school	Spanish, Portuguese
Holyoke	Two-way Bilingual Education Program Computers, Curriculum, Staff, Parents	318 Public	4-6	Spanish, English
Lawrence	CAI - Computer Assisted Instruction	610 Public	7-12	Spanish
Gr. Lawrence Voc. Tech.	Parental training model for Bilingual Vocational Education	50 (parents)	9-12	Spanish
Lowell	Project Lowell Training, Materials	388	K-8	Cambodian, Laotian, Vietnamese
Lynn	Supplementary Bilingual Education Project, Staff Development, Parent Training	433	K-12	Spanish, Khmer, Laotian, Greek
New Bedford	Bilingual Pre-school	51	Pre-school	Spanish, Portuguese, English
Peabody	Passos Avante Bilingual Project - pre-school, K extension	75	Pre-school K	Portuguese, Spanish
Revere	BEST - Curriculum, Parent Training, Teacher Training, ESL	342	K-12	Khmer, Spanish, Italian, Vietnamese
Taunton	Career Education/Self-Concept Training, Materials, Parent Involvement	<u>220</u>	K-12	Spanish, Portuguese
		4,313		
		34 (private)		
TOTAL		<u>4,347</u>		

"(G) A statement of the applicant's ability to serve children of limited English proficiency, including an assessment of the qualifications of personnel who will participate in the proposed project and of the need for further training of such personnel;

All of the school districts providing services under the Act, have in place the state mandated program. All staff authorized to work in TBE programs must qualify under state certification requirements. ESL teachers must hold an ESL certificate as of 1982. All bilingual teachers must also hold bilingual certification since 1972. Provisions for the bilingual certificate have been modified as of 1982; however, both certifications required that candidates take and pass a state proficiency exam. There is a waiver provision which allows LEAs that demonstrate a hardship in securing certified staff to hire qualified but not certified staff. This is most important because there is a shortage of certified bilingual teachers, especially in the Indochinese languages. Continued training is a necessary priority. During the 1985 school year, of the approximately 1,634 staff needing certification, 1,188 were certified, 307 were on waivers; and 139 ESL teachers had been grandfathered.

"(H) The resources needed to develop and operate or improve the proposed program;

There is no question that the single most critical resource needed to continue to meet the development, operation, and improvement of programs to serve the LEPs population needs of this state is the same as that across this country, funding. Because Title VII is a discretionary competitive program, support for the needed supplementary services fluctuates from year to year. During the 1985-86 school year Grant competition, LEAs in Massachusetts were able to secure approximately \$2 million dollars. These funds provided resources to meet the needs of approximately 4,313 LEPs or 18% of the total LEPs population in the commonwealth, that could have benefited from the Act. The four major activities supported were staff and parent training, curriculum development, pre-school services, and computer assisted instructions.

(I) The activities which would be undertaken under the grant and how these activities will improve the educational attainment of students and expand the capacity of the applicant to operate programs such as those assisted under this act when federal assistance under this section is no longer available; and

"(J) The specific educational goals of the proposed program and how achievement of these goals will be measured."

Program goals and activities during the 1985-86 school year focused attention predominantly to improving coordination between the bilingual programs and the standard curriculum. LEAs want to make sure that the transition from one to the other is as painless and as beneficial as possible to the students. Curriculum and materials became an important factor in this process and allow students to continue to progress academically after they no longer need the services of the TBE program.

Parental involvement and training was also very important to the participating LEAs. Parents' understanding of the goals of the program facilitates its impact on students learning. Also important is that parents of students from other cultures have a different understanding and perspective of what parent role is in the education of their children. Bilingual program activities were conducted to assist parents in understanding their new roles, as well as their rights and responsibilities. All 14 LEAs participating in the grant program provided training activities for the staff working in the projects. Continued articulation of the projects goals and objectives were a key part of the training activities provided by the LEAs as well as specialized training to deal specifically with the instructional needs of the limited English proficient students participating in the program. All the projects provided for external evaluation by consultants experienced in the field of bilingual education. According to those evaluations all the projects accomplished their educational goals at a high percent rate in over 85% of the activities. The single biggest problem pointed out by the evaluators, is the projects starting time in the case of first year grants. Because school districts are awarded funds in early October when the school year is already begun, it is difficult to secure staff and materials very fast. As a result of late starts, many of the first year objectives are carried over to the 2nd year of the program. In a few instances, continuation grants have also experienced delays in negotiating grant funds, causing LEAs to lose present staff or to utilize local funds without guarantees from the funding agency of reimbursement.

For the most part, LEAs in the Commonwealth with funded Title VII grants have an excellent record of continuing services and assistance after grant funds are no longer available under the Act. One explanation for this local commitment could be that LEAs are conducting programs of TBE required by state law. Such commitment then allows Title VII funds to be truly supplemental as intended by congress, and for services to continue once capability is developed. It is important to realize, however that as students do mainstream from these programs, new students are arriving. In many instances, they represent new languages or grade level groups which give way to new demands and needs that the local school districts most addressed.

References used in the preparation of this report
which are on file in the Bureau of TBE

1. Individual school report October 1, 1985, table 4 + 5 bilingual students.
2. LEAs providing TBE to LEP students as of October 1, 1985
3. Private Summary Table 3 - Enrollment by Race Report, October 1, 1985
4. Private Summary Table 4 & 5 Bilingual Students Report, October 1, 1985
5. Massachusetts Language and Culture Proficiency Test Participant Handbook
6. Appropriate Educational programs for Low Incidence, Limited English Proficient students.
7. Massachusetts Department of Education Bureau of T.B.E. April 11, 1986 Survey
8. Regulations for the Certification of Educational Personnel
9. Two-Way the State TBE Law Chapter 71A
10. Handbook for TBE PAC's
11. 1985-86 Title VII Projects

